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ANNUAL REPORT

OF THE

Superintending School Committee

OF THE

TOWN OF WALPOLE,

WITH THE

HIGH SCHOOL REPORT.

1863-64.

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No. ....

KEENE, N. H.

PRINTED AT THE N. H. SENTINEL JOB OFFICE.

1864.



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## COMMITTEES.

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REV. J. M. STOW,	}	<i>Town</i>
REV. J. L. GREENE,		<i>Superintending</i>
DR. J. WM. KNIGHT.		<i>School Committee.</i>

REV. J. M. STOW,	}	<i>Superintending</i>
DR. J. WM. KNIGHT,		<i>Committee in</i>
REV. THOMAS DAWS,		<i>District No. 1.</i>

### PRUDENTIAL COMMITTEES:

IN DISTRICT No. 1, Mr. SAMUEL BECK,

“	“	“	HENRY A. HITCHCOCK,
“	“	“	OLIVER MARTIN.
“	“	2, “	E. SMITH.
“	“	3, “	JOSEPH KIDDER.
“	“	4, “	FREDERICK WATKINS.
“	“	5, “	JOHN JENNISON, JR.
“	“	6, “	HOLLAND D. FAY.
“	“	7, “	EBENEZER L. PROCTOR.
“	“	8, “	GLIBERT STEVENS.
“	“	9, “	HOLLAND MASON.
“	“	10, “	HENRY E. HOUGHTON,
“	“	11, “	S. D. LEARNED.
“	“	12, “	JOSEPH FISHER.
“	“	13, “	WM. WELLINGTON.
“	“	14, “	WILLARD T. BLANCHARD.

## REPORT.

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DISTRICT No 2.—The Summer School was taught by Miss MATILDA I KIDDER, a faithful and efficient teacher. She labored hard, and seemed to exert a very salutary influence over the pupils. Considerable progress was made in the different branches of study, considering the age of the scholars. There was an unaccountable number of absences and tardinesses.

The Winter term was under the care of Mr. A. M. KENDALL; and at our visits near the commencement of the school all appeared satisfactory. We were not notified, when the school closed, in season to visit it, consequently we cannot say positively what success attended the teacher's efforts. While we feel it our duty to state that the register was very imperfectly kept, we also deem it just to say that from what we saw, and from what we learned from the Prudential Committee and other substantial members of the district, Mr. KENDALL accomplished much good in the school, especially in securing order, without which no teacher can be fully successful, and in which particular this school has been frequently very deficient.

No. 3.—Summer term—was a good school. The scholars were quiet and orderly, and made good progress in their studies. It was taught by Miss EMILY M. GREENE.

Mr. LEONARD WELLINGTON taught the Winter term. As we were not notified when the school closed, so that we could be present, we can only say that when we visited it, near its commencement, the teacher appeared to be doing well.

No. 4.—Miss CORNELIA A. HODSKINS had the care of the Summer school, and proved to be an efficient and successful teacher. The scholars made good improvement.

The Winter term was taught by Mr. GEORGE W. GAY. Mr. GAY deserves much credit for the faithful and thorough instruction imparted to his pupils. The examination was very satisfactory. The order of the school was marred by the improper conduct of a few of the larger scholars. We think the teacher should have enforced proper discipline at once, which he failed to do; yet, by a gradual restraint, he acquired better control of the scholars, and the order was better during the latter part of the term. There were far too many tardinesses. The County Commissioner justly criticised the whispering and tardinesses of this school; but when he referred to the proficiency of the scholars, we beg



leave to suggest, with all due respect, that he must have labored under a delusion. Especially in respect to grammar do we think this was the case. If we take the age into consideration, schools are scarce where we shall find better grammarians than some of the scholars are here. It is not to be expected that young scholars can parse correctly every word of an intricate piece of poetry which they have not even looked at before.

No. 5.—This school had two terms, the first of eight weeks was taught by Miss NORA GROUT, who seemed to understand her work, but for some reason failed to maintain the government indispensably requisite to a profitable school. Perhaps under more favorable circumstances she might succeed well.

The second term was taught by Miss NELLIE M. GREENE, who succeeded in governing, and under her management the school made rapid progress. At the end of the seventh week the school was suddenly brought to a close by the burning of the school-house, with all the books, and the register for both terms.

No. 6.—There was no Summer term. Miss ROSELLA E. FAY taught the Winter school with excellent success. There were only a few scholars, but part of them were quite advanced in their studies, and all made good progress.

No. 7 was taught Summer and Winter by Miss MARY F. PROCTOR, who labored faithfully for the benefit of those committed to her care. The school is small, and the scholars mostly young, but gave evidence of diligence and good training.

No. 8.—Miss NETTIE R. BURNHAM commenced the Summer term, but sickness and death in her family obliged her to leave when the term was about half through, and it was finished by Miss CARRIE O. MASON. Under both teachers the school was an example of order, and the recitations of some of the classes were of a high grade. The singing by the children at the close was interesting.

In the Winter Mr. GEORGE H. RUSSELL made his first effort in teaching, and succeeded well, and with care and cultivation may take rank as a successful teacher.

No. 9 was taught in Summer by Miss NETTIE POLAND, and in Winter by Miss CORNELIA A. HODSKINS. Both were good schools. The number of scholars attending the Winter school has been considerably diminished during the past year, so that to the casual observer the school would not appear as far advanced as heretofore, but taking into account the age of scholars present, the recitations, on examination, were very creditable to both teacher and pupils.

No. 10.—The Summer school was taught by Miss ESTELLE M. HOOPER. Its order was good, and the progress made very creditable.

The Winter term was taught by Mr. J. L. HOUGHTON. This was his

second term in the district. He seemed to understand the nature of his work, and aimed to do his duty.

No. 11 was fortunate in procuring faithful teachers, and the scholars made commendable progress during both terms of school. Miss ELENORA L. M. LEARNED taught in the Summer, and Miss MARY L. WATKINS in the Winter.

No. 12.—The school was taught both Summer and Winter by Miss CARRIE O. MASON. The former with her usual excellent success. The latter term, on account of the sickness of Miss MASON's friends, closed a week sooner than was anticipated, consequently we made but one visit. When we were there the school appeared *very well indeed*, and without doubt, continued prosperously.

No. 13.—This district has had during the past year two terms of twelve weeks each, both taught by Miss IRENA WELLINGTON, the last being her seventh term in the district. During the last school there was some fault-finding by persons who did not visit the school, but it would seem that the character of a school should be determined by its doings on actual examination, and certainly the classes, particularly in grammar, arithmetic, and algebra, are not often excelled, and rarely equaled.

No. 14.—Miss EMOGENE I. FAY taught the first term with fair success. The scholars appeared orderly and quiet, and most of the recitations were good,

The Winter school was under the care of Miss ESTELLE M. HOOPER. Much interest was manifested by the teacher and many of the scholars, and consequently good advancement in the studies pursued was the natural result.

#### GENERAL REMARKS.

The schools of the present year have, we think, been as successful as at any former period, yet there are still opportunities for improvement. It must be conceded that the best schools can do little for those who are frequently absent. By absences a child forfeits his standing in his class and is precluded from advancing with either rapidity or accuracy. Absences also tend to disorganize the school and to add greatly to the labors and vexations of the teacher. We need not be surprised, if where the attendance of scholars at school is not only suspended for some months each year, but is extremely irregular at other times, that in such cases the proficiency is very slight. Whenever any scholar is absent from school not only is so much of *his* time lost, and, as it regards him, so much of the school money is lost, but the whole school suffers by the interruption in the arrangement and progress of the class. This evil is, in part at least, chargeable to the parents. Indifference and neglect on the part of those who ought to feel the most lively concern for the welfare of our schools cannot fail to chill the zeal of all other



persons. Punctuality should be made a *habit*. A child should be impressed that by being tardy he loses time which he cannot recall, disappoints his friends of the improvement he ought to make, and, what he has no *right* to do, sacrifices the time of others as well as his own. Most children are naturally active and by no means indolent, and may be trained to punctuality and efficiency as easily as to anything else, and without this no person, however old or great in stature, can be a *man*. Washington's maxim should be considered by all: "I owe punctuality if I have made an appointment, and I have no *right* to throw away another's time if I do my own."

In this country the highest advantages of education are within the reach of those of humble means; and it is a fact that a majority of students in our colleges and academies are not drawn from the circles of the affluent. They are the children of farmers, mechanics, and tradesmen, and frequently have no fortune but Yankee energy and a desire for knowledge. The statesmen, the rulers, and the workingmen of a succeeding generation are to-day in our homes and in our common schools. Is it not our duty to make them better, wiser, and more refined than are their fathers? The character of the age calls for more of elegant and humanizing culture, and it should have its source in the common school. In the habits of a people few things have a more important influence for good or evil than the use they make of leisure. People will have some relief from labor, and if this relief is not afforded in innocent and improving recreations it will be sought elsewhere. We must elevate and purify their tastes, and this may be accomplished by a cultivation of the so-called fine arts. Among these, from its universal adaptation, music stands prominent. All are endowed with a susceptibility to its influence. Experience gives ample testimony that it conduces to the harmony and good discipline of any school. Many of the teachers in our schools can sing, and will readily make the children sing when public sentiment approves it, and demands it. So refining an influence should not be *allowed* to stand aloof from our common schools.

Teaching is a duty which God devolves more or less upon us all, and to those who spend a large portion of their time in teaching school it belongs to make themselves *first-class* teachers. An eminent educator has said: "Conferences of teachers would suffer no man's experiences to be lost. Every hint would be taken up and followed out by investigation. The resources of each would be drawn out, and men would learn the command of their powers." Every man is bound to do something for his calling. Every teacher can and ought to do something for his. A means of great mutual improvement and not a little social enjoyment is presented in the meetings of all the teachers who live near enough to make it practicable. All the teachers within a space of five or six miles



might agree to meet once or twice a month. The first half hour might be spent in conversation. Then for business a chairman might be appointed who should ask some teacher present to illustrate his or her mode of teaching some particular branch of common school education; discussions might ensue, and could but be highly beneficial. The business of teaching is not yet reduced to philosophical principles, and the experience of every one is valuable and might lead to improved methods. We are engaged in a common cause, and our efforts should be for the common good.

We wish to call the attention of teachers to the necessity of a uniform method of marking tardinesses. Teachers should commence to call the roll at the hour appointed for school to begin, and scholars not present within five minutes from that time, both forenoon and afternoon, should be marked tardy. Some teachers have marked in this way, while others have dishonestly deferred calling the roll till a late hour, or if they called it at the proper time, neglected to mark the tardinesses that they might show a good register. We are not deceived. Such teachers may be assured that the committee's eye sees them. Honesty is the best policy. It will be for their credit to heed this admonition. One teacher neglected to keep the tardinesses at all.

Town and Holbrook's progressive readers and speller have been introduced into our schools during the year. In their introduction we were actuated by the honest conviction that the welfare of our schools would be promoted thereby. While we thought the introduction of the series would be beneficial to the schools, we constantly rejected all overtures from agents unless they would concede terms which would effect a change without expense to the parents. We exchanged new readers for all old ones that were really fit for use in school; and for the new speller we received all old books, whether suitable to use or not, and charged ten cents each on the exchange. In some cases, where children had lately been supplied with new books, a small expense was incurred under this rule; but a very large portion of the spellers were extremely poor, and many entirely unfit for use. Taking the whole exchange of books, and looking at it in a pecuniary point of view, we are satisfied that taking the worn and poor condition of many of the old books into consideration an impartial appraizer would say the town made money by the introduction. As to Town and Holbrook's series being superior to Hillard's we will only say that it appeared so to us, and call attention to a table in the report of the Secretary of the Board of Education for 1862, showing that in New-Hampshire Town and Holbrook's series are used in one hundred fifty-eight towns, Sargent's in fifty-nine, Hillard's in seven, and Tower's in six.

J. L. GREENE,

J. WM. KNIGHT.

TABLE I.  
SUMMER SCHOOLS.

Districts, .....	2	3	4	5	6	7	8	9	10	11	12	13	14
Length of school in weeks, .....	20	12	12	12	8	8	11½	12	10	8	20	12	12
Wages of female teacher per month, including board, .....	\$17	14	17	14	14	14	12	15	12	14	18	14	17
Scholars four years of age and upwards, .....	40	22	26	13	13	10	16	24	14	11	34	17	19
Average attendance, .....	30½	18⅔	21	*		8¾	14½	22½	12½	9½	29	11	16
Number of scholars between four and sixteen, .....	40	22	28			10	16	24	13	11	34	17	19
Number of scholars over sixteen, .....	00	0	0			0	00	00	1	00	00	00	6
Number of tardinesses, .....	410	61	19			3	16	13	6	63	22	46	2
Number not absent, .....	1	2	3			1	2	7	5	00	6	5	2
Number not tardy, .....	1	2	20			8	8	19	10	00	22	13	13
Number neither absent or tardy, .....	0	2	2			1	2	7	4	00	5	5	2
Number of absences, .....	1016	220	330			50	76	99	78	66	436	360	198
Number of visits by Superintending Committee, .....	3	2	2			2	2	2	2	2	4	2	3
Number of visits by Prudential Committee, .....	0	0	1			0	0	1	0	0	1	0	5
Number of visits by citizens and others, .....	16	20	70			21	12	60	44	7	40	20	45

\* School-house and registers burned. The rest cannot be given.

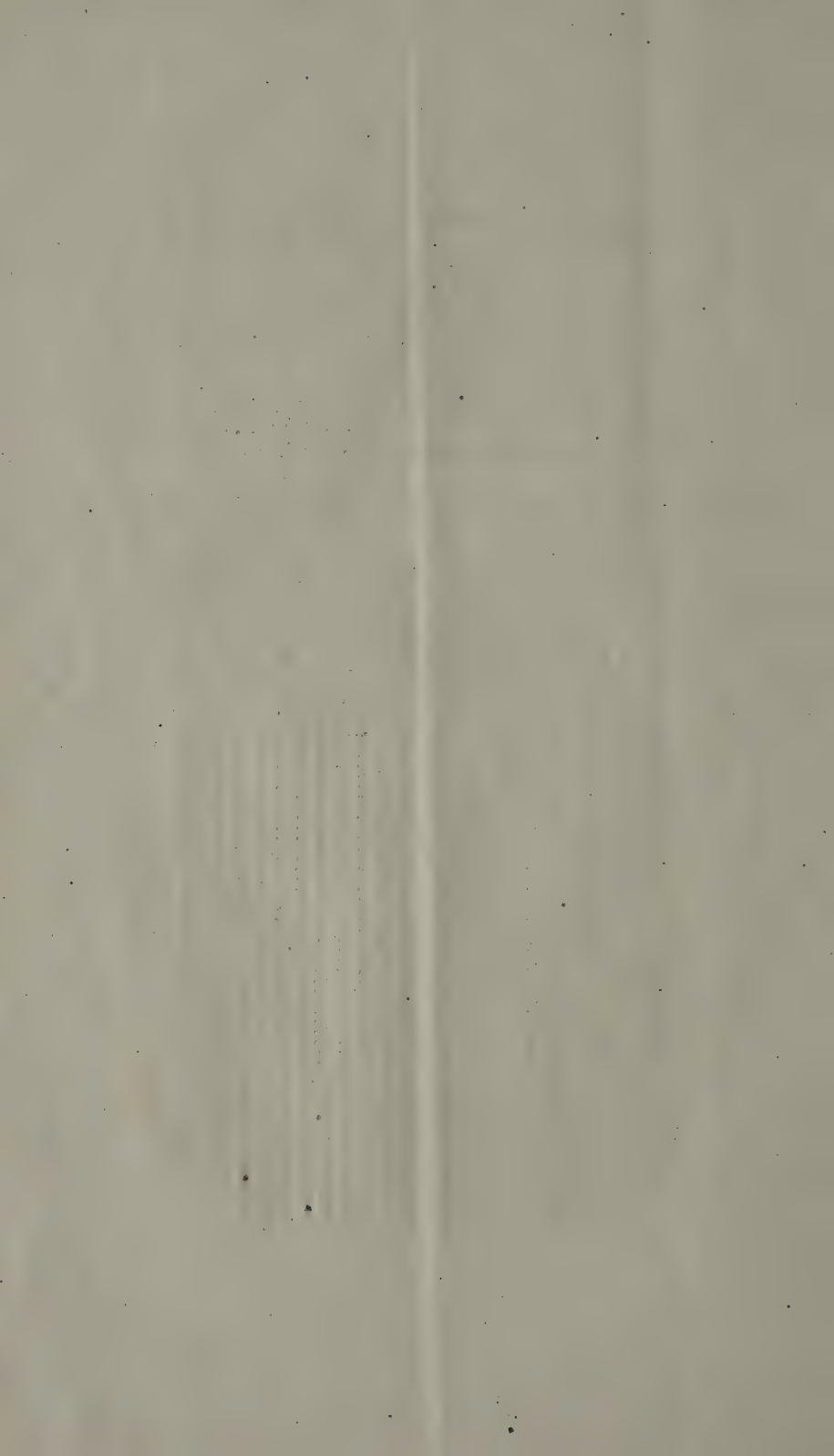


TABLE II.

## WINTER SCHOOLS.

DISTRICTS,.....	2	3	4	5	6	7	8	9	10	11	12	13	14
Length of school in weeks,.....	12	12	12	7	15	11	12	12	12	12	11	12	12
Wages of male teacher per month, including board,.....	\$25	33	36				26		28½	28	30	28	20
Wages of female teacher per month, including board,....				24	21	22		26	20	15	23	24	24
Scholars four years of age and upwards,.....	37	32	39	13	10	14	17	22	16½	13½	21½	21½	18½
Average attendance,.....	28½	28¼	30¾	*	8¾	10¾	14½	18½	16½	12	23	21	21
Number of scholars between four and sixteen,.....	29	29	34		7	14	16	22	13	12	23	21	21
Number of scholars over sixteen,.....			3		3	0	1	00	7	3	00	3	3
Number of tardinesses,.....		38	244		1	8	6	38	16	11	15	18	19
Number not absent,.....	1	4	00		4	1	0	2	00	5	3	6	2
Number not tardy,.....		14	11		9	11	14	16	13	8	11	19	17
Number neither absent or tardy,.....		4	00		2	1	00	2	00	3	2	5	2
Number of absences,.....	520	247	548		104	223	174	231	210	86	96	150	352
Number of visits by Superintending Committee,.....	2	1	3	2	2	2	2	2	2	2	2	5	3
Number of visits by Prudential Committee,.....	0	0	1	2	0	0	1	1	1	2	0	0	1
Number of visits by citizens and others,.....	0	9	57		21	34	22	53	24	56	13	23	27

\* School-house and registers burned. The rest cannot be given.





# SCHOOL REPORT DISTRICT NO. 1.

## PRIMARY DEPARTMENT.

The Primary school, we are happy to report, has been under the charge of the same teacher during the whole year. The thirty-four weeks of school time were divided into three terms, the first of which consisted of twelve weeks, and the last two of eleven only. Miss ALMA A. WIER has proved herself to be a successful worker, and by her tact, patience, and good judgment, she has won the approval of your committee.

The right training of a primary school requires qualities in the teacher which have never been too highly honored, but which, we fear, have too seldom been appreciated. The most important elements of education at the start are rather mental, moral, and physical discipline, than the cramming of memory with facts, or the gaining of knowledge; therefore, the pupils of our primary schools are more than any others dependent on the living teacher. She becomes to them a more essential helper than books, or school apparatus. These young scholars have everything to learn. They are to be taught even the methods of using their books, and helped to form the most desirable habits of the scholar. Every part of the student's life is new and strange to them. For this reason the mother's patient sympathy, her quick discernment of character, and her aptness to win affection, are to be counted indispensable qualifications in the teacher of these awkward and helpless beginners. Miss WIER comprehended this truth. She has acted on it, and has succeeded accordingly. In her attempts to train the *minds* she has not forgotten the *bodies* of her little pupils. The gymnastic exercises which she employed have aided the important object at which she aimed. These exercises have not merely interested the children and broken up the tediousness and irksomeness of the school session, but they have fostered the goodly habit of obedience and happily affected the discipline. We have had *no* instance of corporal punishment during the year.

It would be a decided advantage and improvement for this school if desks could be furnished to every scholar, so that the slate and pencil might be more frequently and more conveniently used in the work of instruction. These young pupils have been endowed with nimble faculties, but they cannot spare a single one of their quick senses. The eye is too important and helpful a servant to be neglected.

## INTERMEDIATE SCHOOL.

Miss E. JENNIE ALDRICH successfully taught the intermediate school during the three terms of its session. Your committee find it difficult, where everything was so uniformly satisfactory, to discriminate in their commendations. This school, which has always been allowed to be difficult to manage, has been most favored in its teacher's adaptation to its peculiar needs. A competent authority has said that "Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness of the school." We adopt the statement, finding in it some of the features of Miss ALDRICH's portrait on which we might dwell with satisfaction. That the relation between teacher and scholars was a most happy one is shown by the touching scene at the close of the school, when a token of their esteem and affection was so willingly and appropriately given by the pupils to their mistress. The success of this school would have been greater had sickness not thinned its ranks during the closing term. But the teacher's anxiety about the appearance of her classes, in consequence of the unavoidable absence of many of her best scholars, on the last day of examination, was proved to be groundless. The school might serve as a model to be imitated, or as an incentive to similar efforts.

## HIGH SCHOOL.

No school was kept in this department during the Spring.

The Autumn and Winter terms were taught by Mr. A. P. RICHARDSON. Your committee find no reason to alter the statement of last year, viz: "Mr. R. is a competent, faithful, and industrious teacher." He has profited by his experience, and has acted like one who believed that the conscientious instructor exercises not merely a direct, but likewise an equally powerful indirect influence. The teaching of daily life and conversation were not forgotten by him. He recognized the influence of the higher motives, and planned to inspire in his pupils that love of excellence which became the members of a high school. He treated his pupils as those should be treated who ought to know what belongs to accountable beings, and as though he would remind them that their duty was to prepare for usefulness in life and that they were very soon to become self-educators.

The successful attempt to prevent tardiness in this school is not merely one proof of what we have just said, but the same attempt will show how a movement in the right direction, and an improvement in one school, favorably affects every other that is connected with it. For the punctuality of the High School scholars was a noticeable example even for those in the primary department. The influence of that example was felt, as the table which accompanies this report will readily show.



It is to be regretted that the labors of so competent a teacher are to cease. The good wishes of many friends will accompany Mr. RICHARDSON as he pursues the preparatory studies of his elected profession.

### GENERAL REMARKS.

The schools of this district have been favored this year in having the same teachers during their entire continuance. The success met with is partly to be charged to the fact that no change was made in the office of teacher, nor was even thought of. It is a mischievous practice, yet in vogue in some districts, to look for satisfaction in variety; to employ as many teachers as the school year has terms in it, and never to re-employ the same teacher. Such a practice must, inevitably, hinder the progress of thorough education and prove a bounty upon superficial teaching. A change in teachers never should be made except when grievous and imperative necessity demands it. Such necessity will sometimes occur; but the true friends of education must always deplore it, and the well wishers to our schools will exert themselves to do their part to avoid and prevent it. The great advantage of permanency in the teacher's office should be deeply felt by those whose duty it is to select and engage the incumbent. We must have the *best qualified* in order that we may have *permanent* teachers, and it is a poor excuse for carelessness in making the selection that an incompetent person may be turned away by the examining committee. This division of responsibility between Prudential and Superintending Committees is most unfortunate for our schools; it is a *defect* in our school system. We venture to say this, now, because we have no complaint to make of our Prudential Committee—they have ably discharged their part of the duty, and have, through the school year, worked in harmony with the Visiting Committee. But we must believe, notwithstanding this faithfulness, that the appointment and choice of teachers should be left with those who examine them. The necessary dismissal of a teacher is most disastrous to any school. Not only does such a disaster hinder all thoroughness in teaching, but all the advantages of experience are sacrificed by it. A wise observer of the school system has reported that “it has long been a conceded point among successful teachers that a *second term* in the same school is worth at least *one-third* more than the *first*. The school room is the most unfortunate place for those experiments which rotation in office must here involve—entailing a dead loss of more than thirty per cent. of the expenditures made for schools.” We hope, then, that our successors in office will profit by our experience, and re-employ those who have been found worthy and who may be willing to continue in the teacher's honorable work.

THOMAS DAWES,  
J. WM. KNIGHT.

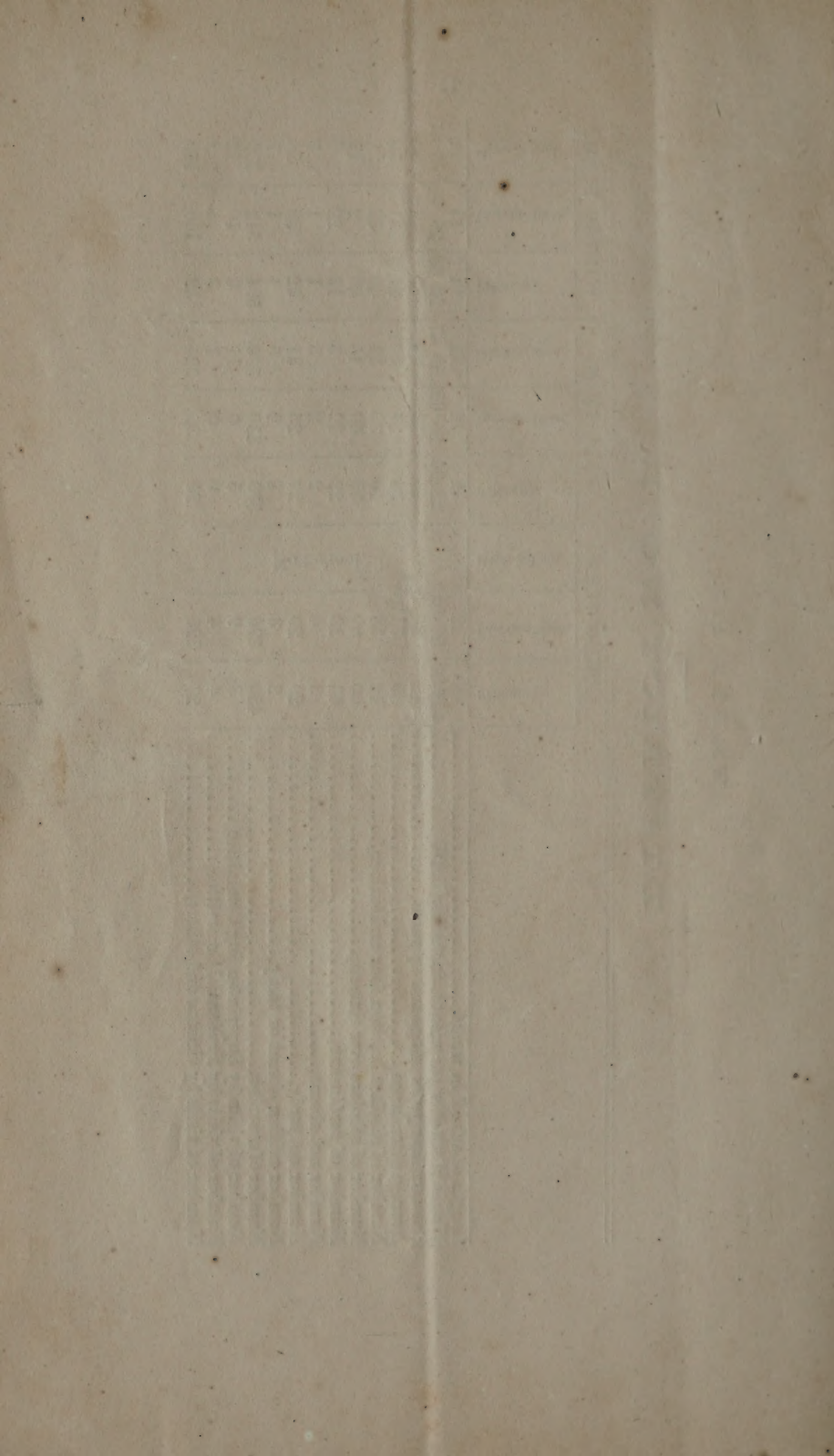




TABLE III.

## DISTRICT NO. 1.

	SPRING TERM.			FALL TERM.			WINTER TERM.		
	Primary.	Intermediate.	High School.	Primary.	Intermediate.	High School.	Primary.	Intermediate.	High School.
Length of school in weeks,.....	12	12		11	11	11	11	11	11
Wages of teacher per month, including board,.....	\$22.00	26 00		22 00	26 00	59 67	22 00	28 00	59 67
Scholars four years of age and upwards,.....	42	38		46	33	36	40	41	36
Average attendance,.....	35	31½		34	27	30	27¼	31	30
Number of scholars between four and sixteen,...	42	38		46	33	21	40	39	21
Number of scholars over sixteen,.....	00	00		00	00	15	00	2	15
Number of tardinesses,.....	63	10		22	12	5	13	22	9
Number not absent,.....	3	4		2	2	5	1	1	7
Number not tardy,.....	29	29		29	25	31	32	30	28
Number neither absent or tardy,.....	2	3		1	2	5	1	1	7
Number of absences,.....	420	390	No School.	573	330	330	594	542	330
Number of visits by Superintending Committee,.....	8	9		5	6	11	6	10	12
Number of visits by Prudential Committee,.....	4	4		0	0	1	3	4	2
Number of visits by citizens and others,.....	27	125		26	35	124	32	100	140







Mr A. R. Richardson  
Burlington  
Vt.

